DOCUMENT RESUME

ED 313 119 PS 018 365

AUTHOR Taff, Louise; Burgess, Kay
TITLE Working Parents of Preschool Children.
INSTITUTION Wake County Public School System, Raleigh, N.C.
SPONS AGENCY Raleigh Junior League, NC.
PUB DATE 88
NOTE 24p.
AVAILABLE FROM Project Enlightenment, Wake County Public School System, 501 South Boylan Avenue, Raleigh, NC 27603 ($2.00, plus $0.60 postage and handling).
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Child Rearing; *Dual Career Family; Employed Parents; *Family Life; *Family Problems; *Family Relationship; Guidelines; Preschool Children; *Quality of Life

ABSTRACT

This booklet, which is primarily addressed to the needs of two-parent families, provides practical tips for working parents of preschoolers. The booklet focuses on organizing and managing time, streamlining tasks, and fostering an atmosphere of family cooperation. The first section discusses sharing reponsibilities and establishing routines. The second offers practical tips for managing each segment of a typical day. The third section provides advice about streamlining day-to-day living. Discussion begins with the recognition that there are no easy solutions for dividing child care responsibilities and household tasks so that everyone in the family is satisfied. Concluding remarks emphasize that by setting up routines like the ones mentioned in the text, family members will become familiar with what needs to be done and will know what to expect from each other. (RH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

project enlightenment presents

WORKING PARENTS OF PRESCHOOL CHILDREN

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Project Enlightenment

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Project Enlightenment
Wake County Public School System
501 S. Boylan Avenue
Raleigh, North Carolina 27603

BEST COPY AVAILABLE

Project Enlightenment, located in Raleigh, North Carolina, is a comprehensive mental health/educational program serving young children (birth to kindergarten age), their parents, teachers, and other child care givers. Administered through the Wake County Public School System and affiliated with Area Mental Health for Wake County, the Project has received local, state, and national recognition for its innovative approaches to prevention and early intervention, its effective service delivery system, and its positive influence in the community. Selected as a state model for early intervention, Project Enlightenment has also been selected as one of seven national models of preschool mental health programs by the Joint Information Service of the National Association for Mental Health.

Major services of Project Enlightenment include consultation to day care and preschool teachers, parent education, family counseling, teacher training, a demonstration preschool, community consultation and education, services to high risk infants, TALKline, a telephone consultation service, and a Parent Teacher Resource Center. In existence since 1969, the Project includes a multi-disciplinary staff of early childhood educators, parent education workers, and psychologists. Interested persons are invited to visit or write for additional information.

WORKING PARENTS OF PRESCHOOL CHILDREN

Louise Taff
Kay Burgess

Edited by Charles Kronberg and Val Wilson

Copyright 1988 by Project Enlightenment, Wake County Public School System. All rights reserved. No part of this booklet may be reproduced without written permission.

project
enlightenment
presents

WORKING PARENTS OF PRESCHOOL CHILDREN

This publication was made possible by a grant from the Junior League of Raleigh

PREFACE

Being a working mother can be an exciting and challenging experience, as well as an exhausting and guilt-producing one. As we developed this booklet, the two of us had to juggle our jobs, our children, and our household responsibilities to take on the additional task of writing. Talking about our different styles, sharing tips, supporting one another, and, most of all, being able to laugh at ourselves helped us to stay sane and get the job done. Our motto became, "Keep your sense of humor," and we used it whenever we started to lose perspective.

We struggled to make this booklet relevant for any parent in any type of family, but we realized that this was an impossible task for us. While some of the tips may be universally helpful, this booklet addresses primarily the needs of two-parent families since that's the type of situation we know best.

Louise Taff, mother of Kevin and Brian
Kay Burgess, mother of Alison and David

INTRODUCTION

The purpose of this booklet is to provide practical tips for working parents of preschool children. Its focus is on organizing and managing time, streamlining tasks, and fostering an atmosphere of family cooperation. It is written in a tip format to help busy people get information and ideas easily. Each tip can provide a springboard for experimenting with new ways to make things run smoothly.

The first section of the booklet will discuss sharing responsibilities and establishing routines. Next, there will be practical tips for managing each segment of a typical day and then, tips for streamlining day-to-day living.

SHARING THE LOAD

There are no easy solutions for dividing child care responsibilities and household tasks so that everyone is satisfied. Each family has to work out its own priorities and its own system for sharing the load. Be realistic about how much can be accomplished when both parents work (especially if you grew up in a family where only one parent worked). Remember to leave time for fun and being together as a family; sometimes you may even have to schedule it. When developing a system, each family member's responsibilities should be made clear and perhaps even written down. For a system to work, expectations for each family member must be realistic. Each family member must also be committed to getting his or her part done.

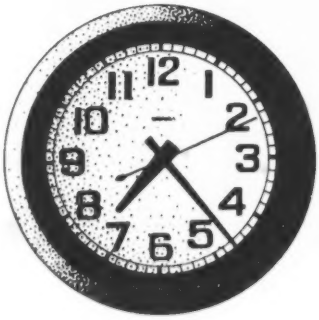
Regardless of how carefully you plan, no system will work perfectly. If yours is not working, talk about it as soon as possible. Determine if changes can be made to help things go more smoothly. As needs change and children grow, priorities may need to be reconsidered and responsibilities may need to be shifted. As their capabilities change, encourage children to do more for themselves. Allow independent behavior to grow slowly over time and remember that children will have "off" days when you simply need to do things for them as you did when they were younger.

ESTABLISHING USEFUL ROUTINES

The dictionary defines a routine as a "regular course of procedure; an habitual or mechanical performance of an established procedure." All of us have routines or habits, whether we have planned them or whether we have simply fallen into them. Routines work best when they have been planned and thought out and when all members of the family are aware of the rules. Some things remain relatively constant during the week, such as the time you need to leave the house in the morning. Others are essential, such as the fact that each family member needs to be dressed when it is time to leave. The rituals we go through in order to accomplish these "givens" depend a great deal on the family priorities and on the ability of each member of the family to help accomplish them.

Develop a morning and an evening routine. Children need predictability, a daily rhythm. In addition to building good habits, routines help children and parents get organized and save time. Routines for children and parents to follow help make those difficult times at the beginning and ending of each day go more smoothly. Routines help children learn to function more independently by teaching them to accept structure without constant reminders of the rules.

MANAGING THE DAY



This section breaks a typical day into segments from early morning until bedtime. The segments are arranged chronologically to help you focus quickly on times that are the toughest for you. Each segment has numerous ideas for establishing routines and for making things run more smoothly.

Tips for Early Morning

The early morning pace often sets the tone for the rest of the day. It is much more likely that everyone in the family will have a better day if things are relatively calm and organized rather than tense and chaotic. The tips listed below can help your family get off to a good start each morning.

1. The morning will not feel so rushed if you make preparations the night before. For example, set the breakfast table at night -- or have one of the children do it before they go to bed. Plan breakfast the night before. Easy-to-prepare items, such as dry cereal or "do ahead" items such as frozen waffles or muffins, can make breakfast preparation go quickly. You can also pack lunches the night before. Sandwiches can be made ahead and put in the refrigerator. Prepackaged items such as fruits or puddings can be selected. You can even make a week's worth of sandwiches and freeze them (leave off the mayonnaise and lettuce). Let children help prepare their own lunches as much as possible. Doing things on their own gives children a sense of accomplishment.

2. Use a table, box, or drawer near the door where children can place things they need to take with them when they leave in the morning. Checking this place on the way out should become an

early habit. Help young children remember their schedule for the day with a picture that will remind them to put their soccer shoes, or ballet shoes, or whatever, in the "leaving spot." (Adults sometimes like to have their own "leaving spot" as well!)

3. In the morning, allow all family members enough time to meet their responsibilities. It is often tempting to let children "sleep in," but it is important to get them up early enough to avoid feeling rushed and to accomplish tasks. Many families find that having an extra half hour in the morning helps set the tone for a more relaxed day. Having extra time can help if there is an accident, "disaster", or other unexpected event.

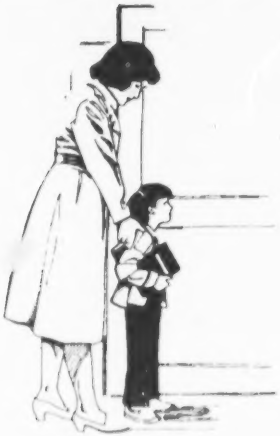
4. Help make waking up a pleasant experience for young children. You might try giving a back rub, playing soft music, or singing a wake-up song. If children linger in bed, try to use positive comments such as, "I see you have turned over" rather than, "Why are you still in that bed!??" Consider giving older children an alarm clock or a clock radio. You can help them learn to set it themselves and become more responsible for waking up without your calling them.

5. Let your children set up a picture chart of things to be done before leaving home. This can help avoid nagging. Just refer to the chart. Set it up so that finishing items on the chart, on schedule, will allow time for a fun activity.

6. If getting dressed is a hassle for a child, you might make it a game, "Can you beat the timer?" You can also let your child help you lay out the next day's clothes the night before.

7. Consider a rule requiring everyone to be dressed before breakfast. That way, if someone is not ready when it's time to leave, you can put dry cereal or a piece of toast in a plastic bag for a "carry-out" breakfast.

8. Ease transitions by giving warnings -- "We will need to get into the car in five minutes," "When the timer rings, you will need to be brushing your teeth."



Tips for Work Time

It's not always easy for working parents to separate work life from family life. No matter how hard you try, they will inevitably overlap. Listed below are ways to help prevent some of the difficulties this overlap can cause.

1. Have a plan for what to do about child care on school holidays, snow days, and when your child is sick. This will lessen the chance of having to make frantic arrangements. Some people choose to use personal leave, vacation, or sick time to stay at home with their children; others feel a baby-sitter is worth the cost. Other possibilities might be alternating time with your spouse or another working parent, having a trade arrangement with a non-working parent, bringing work home, or using community programs for teacher workdays.

2. Doctor appointments, dentist check-ups, teacher conferences, and other school functions always come up. Think about how you want to handle these times and make prior arrangements with your employer and/or spouse. You may choose to use vacation time, petty leave, personal leave, or compensatory time.

3. If you and your spouse both have flexible work schedules, arrange things so one parent can have responsibility for the morning routine while the other parent can pick up the children and begin the evening routine.

Tips for Shifting Gears from Work to Home

We call "shifting gears" the transition that parents and children must make from a work, school, or child-care setting to home. The tone for the rest of the evening is often determined by how this transition is made. The tips below can help you and your family "shift gears" more smoothly.

1. If your child care arrangements allow, take a little time at the end of the day for yourself. For example, if you pay for child care until 6 p.m. and you get off work at 5 p.m., use that hour to shop, do other short errands, or exercise.

2. On days that you need extra time, have your spouse, friend, or relative pick up the children. (Prepare your children ahead of time for this change in their routine.)

3. Be prepared to interact positively with your children when you pick them up. When children have not seen you all day, a few minutes of your undivided attention can set a positive tone for the rest of the evening. Positive contact will often alleviate the need for children to act up to get negative attention. If you have had a hard day, do whatever helps you to relax, "leave work at work," and be available to your children when you pick them up. You might sit in the car a few extra minutes, drive around the block a few times, or do a relaxation exercise like deep breathing.

4. The ride home seems to set the overall tone for the next few hours. Remember that when you pick your children up they are often tired, hungry, or keyed up. Structuring a pleasant ride home eases the transition. If it will be a long time until supper is ready, you might try having a nutritious snack in the car. During the ride home you might sing songs, take turns sharing events of the day, have special books or catalogues available, play music or story tapes, or play car games such as looking for all the red trucks. If you have more than one child, plan ways to prevent situations that can lead to bickering. For example, to avoid arguments about who sits where, use a system for alternating who sits in the front seat each day, e.g., one child on odd days, the other child on even days.

5. While it is important for children to have opportunities to grow and learn from extracurricular activities such as dancing, art lessons, or gymnastics, be careful not to over commit yourself or your children. Look for ways to carpool with another parent when you have to take your children some place after work. For example, the other child's parents might transport your child to dance lessons every week and you keep their child for an occasional weekend.

Tips for Dinner Time

We are often told that dinner should always be a pleasant time for the family to be together. When both parents work, however, careful planning is needed. The tips below might help make eating together work more often.

1. Share responsibility for meal preparation, clean-up, and child care. If one parent cooks, the other can be with the children. After dinner, trade jobs and child care responsibilities. If only one parent is available, use some of the suggestions offered below.

2. Give your children choices of activities during meal preparation. It's often hard for young children to come up with activities on their own. Children like to help with meal preparation; involve them by letting them do what they can. They might bring you needed items, stir ingredients, prepare salads,or set the table. Other children might prefer to play outside, read a book, make a picture, play a game, or watch TV.

3. Infants and toddlers often cannot wait if dinner preparation takes a long time. Infants will usually need to be fed before the rest of the family. They can then be comfortable in a swing or an infant seat while everyone else eats. While you are preparing dinner, toddlers can eat cheese, vegetables, or cereal off the high chair tray, or you may choose to feed them before the rest of the family.

4. Eating a meal together can allow a busy family to have a casual, relaxed time for conversing, planning, and sharing experiences of the day. Try to keep mealtime conversation upbeat, saving difficult problems for another time.

5. Occasionally, make dinner time different. Try "picnicking"on the deck or in the park. Picnics need not be elaborate. Sandwiches and boxed drinks or cheese, crackers, and fruit are fun. Children love to have a chance to visit with the family in an informal way.

6. Find ways to make dinner easy, especially if it's been a rough day or if you have an after-dinner commitment. Consider stopping for pizza or some other type of fast food. If this is inconvenient or too expensive, you might consider fixing an easy meal of canned spaghetti or a quick macaroni and cheese meal, or cereal and fruit. If you keep a supply of cut-up carrot and celery sticks or apple wedges in the refrigerator, you can simply add these to the plates.

7. It is important to help children establish habits that will involve them in cleaning up after the meal is over. Children love to do things for themselves. By the time they are able to walk well and carry something, even toddlers can carry their cups to the sink. Older preschoolers can carry their own plates and silverware to the sink, throw out the paper products and put away the ketchup and other condiments. If children know that helping in the clean-up process will give you more time with them, they are more likely to be cooperative.

Tips for the Rest of the Evening

There's a lot to do in the time left between dinner and bedtime. This may be the only time in the day that your child can have uninterrupted time to play with you, play with siblings or friends, watch TV, and play with his or her own toys. However, the child must also take a bath and get to sleep early enough to have sufficient rest for another busy day. Young children need to have a regular bedtime as part of a predictable and comfortable bedtime routine to help them get their rest. Once you determine your routine, stick to it and use these tips to help you manage the rest of the evening.

1. Wait until the children are in bed to have long, uninterrupted conversations with your spouse or to talk on the phone. Children will inevitably demand attention during these times. Your extended adult interaction will be more enjoyable and productive at a later time.

2. Make it a priority to spend positive "special" time with your child each evening. Do something together that you both enjoy and/or spend time talking and listening to each other. Children value uninterrupted, fun time spent with their parents more than anything else. With our busy schedules, it is so easy for us to put off or forget one-to-one time with our children. "Special" time can be a separate activity or can be integrated into bath or bedtime routines.

3. Make bath time positive and fun. Have toys to play with in the tub. Sit and visit with your child while he or she bathes. Younger children need supervision while in the tub anyway, so this can be made a relaxing time to spend together. In addition to bath toys, other fun activities might include adding food coloring to the water, using bubble bath, drawing with soap crayons or a mixture of baking soda and food coloring, and blowing soap bubbles.

4. If getting your child to take a bath presents a problem, you might focus on a fun activity rather than the bath. Instead of saying, "Are you ready for your bath now?" you might try, "Do you want red or blue water tonight?" You can also use a timer to let the

children know when it is time to get into or out of the tub. If washing hair presents a struggle, set it up as a routine. One parent sets Sunday evening as "hair washing night;" being allowed to watch a Disney movie is the reward for sitting still and getting hair washed without a struggle. Other rewards could be a longer story before bedtime or a walk outside to look at the stars while wearing pajamas.

5. It is helpful to have a regular bedtime routine. A common bedtime routine includes bath time and a relaxed, winding down period that can include reading a story, talking about the day, rocking, singing quietly, listening to calming music, being tucked in, or some combination of these. Sticking to a routine will create a sense of security for the child and keep you on track.

6. Some children have more difficulty than others at bedtime. As this is the time of day when everyone's resistance is at its lowest, reasoning, long discussions, and pleading only create a power struggle and cause tension. To avoid such a negative ending to the day, HAVE A REGULAR BEDTIME EACH NIGHT WITH A REGIMEN OF REGULAR ROUTINES so that the child knows what to expect.

   If your child is having trouble separating from you, it is important to reassure him or her at bedtime. For instance, you might say, "I will come back in five minutes to check on you," and then be sure to follow through. In addition, a consistent bedtime routine is reassuring in itself.

7. There will be times when you are too tired or too sick to do anything special with regard to bedtime and/or bathtime. If your spouse or an older child or friend is not available to take on the job, tell your child about your difficulty and assure the child that you will read a longer story tomorrow or do something extra another day in order to make up what you cannot do today. Be sure to follow through on your promise. Your child will then know that you are reliable and grateful to him or her for being understanding of your needs. If putting off routines happens too frequently, however, the child can begin to lose trust and may start making a problem of bedtime.

MANAGING THE HOUSEHOLD

Research continues to show that women, even though they may also be working outside the home, continue to do more (70-80%) of the housework and child care than men do. Most disputes in a marriage are over household duties and money. Responsibilities need to be negotiated through a discussion of what each wants and what each is willing to do. If housekeeping tasks are to be shared, keep in mind that there are three ways they can be divided:

- -- Clean tasks versus dirty tasks (paying bills vs. scrubbing floors),
- -- Sociable tasks versus unsociable tasks (gift shopping vs. vacuuming),
- -- Flexible tasks versus inflexible tasks (washing the car vs. fixing breakfast).

Listed below are tips for making household chores more manageable.

1. Write down each flexible task on a slip of paper or an index card and put it in a jar. Pull out a slip when you feel like working around the house or have time for housework. Other family members can do the same.

2. Put inflexible tasks on a chart, with spaces for the person doing the job, days of the week, and a place to check off when the job is completed. This will help the family visualize the jobs to be done.

3. Children need to learn, from an early age, to take responsibility for some household chores. Children who have been given responsibilities and jobs at home are likely to be more self-reliant and self-sufficient. It is very important to make chores realistic and geared toward the children's capabilities. Children, especially young children, need lots of encouragement and recognition for helping out with chores. Don't expect perfection! Ways to involve children include:

   a. Training them from toddlerhood to put dirty clothes in the clothes hamper, wipe up any spills they make, and put toys away as they finish playing with them;

   b. Having a "dust buster" readily available for children to clean up small messes;

   c. Having organized toy storage (such as clear boxes with lids) to make toy cleanup easier;

   d. Buying "comforter type" bedspreads which children can pull up over their beds, or allowing them to sleep on top of their beds in a sleeping bag;

   e. Letting children combine "work and play." Make cleaning a game when possible. For example, let children play "beat the timer" and see if they can have their room cleaned up before the buzzer rings; put on a record and call it "music to dust by;" wear bathing suits and have "family water fun" while you wash the car (if the weather is appropriate); or pretend the vacuum cleaner is a hungry dragon who gets full on dust and dirt.

4. Consider making a picture/word chart of chores for the whole family. By previous agreement, each person is assigned specific chores and checks off the chart as he or she finishes the chore. Include extra chores on the chart that children can do for "extra money." Charts often help young children feel a sense of accomplishment for finishing tasks.

5. Try having a basket or a "cubby" available for collecting "things" that are left lying around the house. On a regular basis, have each person who is old enough take out his or her items and put them where they belong.

6. Wash clothes the way you find them in the laundry. Don't spend time reversing shirts and socks; send them back the way you received them. In time, children and spouses will learn to reverse their own clothes. Buy socks of all one color; that way they always match. Some people like having a separate laundry basket for each person. Then, when clothes are clean, each person can fold, match, and put away his or her own items.

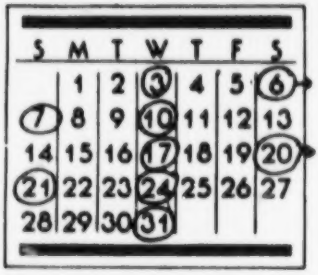
7. If finances allow, hire someone to clean regularly, or to baby-sit while you clean. Another alternative is to hire a cleaning service once a month for heavy duty cleaning.

8. "Lighten up" on your expectations for "house beautiful;" children remember whether or not you spend time listening to them or sharing things with them, not whether or not the house is immaculate.

9. Make grocery shopping as easy on yourself as you can. If you don't always have a chance to plan meals a week in advance, at least have a general schedule. For example, Mondays, leftovers; Tuesdays, chicken; Wednesdays, fish; Thursdays, ground beef; Fridays, cook's night off; Saturdays, casserole or stew; Sundays, big meal.

   Make photocopies of a standard grocery list and leave room to add other items. Keep one on the refrigerator for family members to check off or write in needed items. This way, you always have an up-to-date grocery list ready.

10. Buy in quantity -- stamps, envelopes, all-occasion cards, and generic birthday presents (puzzles, books, gift certificates). Have a box or storage area where you keep giftwrap paper, bows, extra birthday presents, etc.



11. If you pay for child care until 6 p.m. and you get off work at 5 p.m., you might stop by the grocery store or run other brief errands before picking up the children. Remember, day care personnel are often working parents, too. They need to be able to leave on time, so choose your errands carefully.

12. When possible, shop for gifts and clothes in catalogues and have them delivered to your home or place of work.

13. Keep a master calendar with you at all times to blend your own and your children's schedules. This way you will know who has to be where on what day and can plan accordingly.

14. Pay small but regular expenses, such as school lunches, once every semester or year, if financially possible.

15. If you need to entertain several people to meet different obligations, have an open house, a dinner party, or a buffet and invite them all.

16. Keep a balanced view of what you can control and what you cannot. Avoid taking on unnecessary jobs. (Buy cookies for a party rather than feel pressured to make them. Have a child's birthday party at a fast-food restaurant -- they do the work and you can enjoy the party.) Remind yourself of the benefits of working that affect your family.

17. Avoid wasting your time feeling guilty about all the things you haven't gotten to do, or probably won't. This will serve no purpose and will reduce your productivity.

18. Keep your sense of humor and be able to laugh at yourself.

TIME WITH YOUR SPOUSE

Frequently, parents are so exhausted by the time their children are in bed they have no energy to spend quality time with each other. Modeling a good marital relationship is a great gift to give to your children; maintaining a good relationship needs to be a family priority. Listed below are some ideas for ways to spend time together.

1. Getting up an hour or so early in the morning is one way to have some refreshing time together.

2. Consider putting children to bed earlier, especially if they are staying up as late as 10 p.m. Preschool children should be in bed by 8 or 8:30 p.m. if they are getting up early in the morning.

3. Try having one late meal a week, just with your spouse. Feed the children early and then have a late meal together after the children are asleep. You will be able to eat without interruptions, carry on an adult conversation, and reconnect with one another.

4. Consider giving children an occasional "quiet time" after dinner -- time to play outside or in their own room -- while parents can visit over a cup of coffee. Infants and toddlers will not allow you this luxury, but older preschoolers will be able to entertain themselves safely for that short period of time.

5. Hire a babysitter, or trade babysitting with another family, on a regular basis, e.g., every other Saturday night so that scheduling is already done and you will make yourselves stop and spend time with each other.

6. Trade off children with another family, or hire a sitter and go spend a weekend in a motel.

7. Meet each other for lunch occasionally.

8. Take turns being creative in setting up "rendezvous time" with one another.

9. Avoid getting involved in too many outside activities. Choose activities which have meaning for you both, as well as for your family.

TIME ALONE

This is the area that is often left to the last. As there is always a job to be done at home, there never seems to be enough time to do something for "number one."

1. Set priorities in terms of your own needs and desires. Set goals and deadlines.

2. Place a value on your time. Consider paying yourself for chores or hiring someone.

3. Have your spouse take all the responsibility for the children one night, then switch back to allow each of you one night off.

4. Develop support systems. It is important to have friends with whom you feel comfortable. Talking, sharing ideas and socializing with friends can help you reduce stress.

5. Take walks. Take long showers or baths. Lock doors. Allow yourself some privacy.

6. Tell children you need "Time Out" for yourself, during which time you do not want to be disturbed; then set the timer for 15 minutes.

7. If your child still takes naps on weekends, take the phone off the hook during nap time, or whenever you don't want to be bothered by calls.

8. On certain days, have your spouse or a friend pick up the children to give yourself extra time to do other things.

CONCLUSION

People manage parenting and working in many different ways. One of the first steps needed to improve roles is to assess your particular family situation. Assess it in terms of schedules and needs and establish a set of routines which will help each member of the family cooperate to make the early morning and evening hours more enjoyable. By setting up routines like the ones mentioned in this booklet, each member of the family will become familiar with what needs to be done and will know what to expect from each other. It is our hope that the tips we've provided will serve you well and give you a framework for finding your own ways to have more time to enjoy yourself and your family.

This booklet is one of a continuing series of booklets of interest to parents and teachers of young children. Please write Project Enlightenment for a list of topics in this series or for information about Project publications.